

# Midlands Math & Business Academy

2638 Two Notch Rd, Suite 204

Columbia, S. C. 29204

<b>Grades</b>	4–8 Middle School	
<b>Enrollment</b>	132 Students	
<b>Principal</b>	Michelle Spradley	803–799–5101
<b>Superintendent</b>	Dr. Allen J. Coles	803–231–7500
<b>Board Chair</b>	Dr. Jasper Salmond	803–231–7556

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	14	29	4

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

NO

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	N/A	N/A	N/A
<b>2003</b>	N/A	N/A	N/A
<b>2004</b>	N/A	N/A	N/A
<b>2005</b>	Unsatisfactory	Unsatisfactory	No

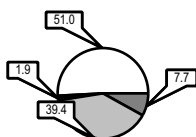
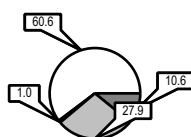
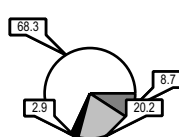
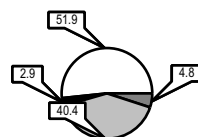
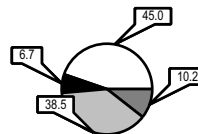
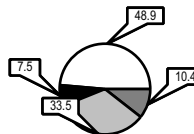
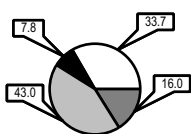
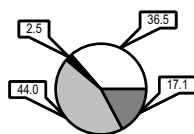
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

78.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	112	98.2	50.0	40.2	7.8	2.0	13.7	No	Yes
<b>Gender</b>									
Male	65	98.5	59.0	32.8	6.6	1.6	13.1		
Female	47	97.9	36.6	51.2	9.8	2.4	14.6		
<b>Racial/Ethnic Group</b>									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	111	98.2	50.0	40.2	7.8	2.0	13.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	103	98.1	47.3	41.9	8.6	2.2	15.1		
Disabled	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	112	98.2	50.0	40.2	7.8	2.0	13.7		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	112	98.2	50.0	40.2	7.8	2.0	13.7		
<b>Socio-Economic Status</b>									
Subsidized meals	82	97.6	55.8	37.7	5.2	1.3	10.4	No	Yes
Full-pay meals	29	100.0	32.0	48.0	16.0	4.0	24.0		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	112	98.2	59.8	28.4	10.8	1.0	21.6	No	Yes
<b>Gender</b>									
Male	65	98.5	63.9	26.2	8.2	1.6	21.3		
Female	47	97.9	53.7	31.7	14.6	0.0	22.0		
<b>Racial/Ethnic Group</b>									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	111	98.2	59.8	28.4	10.8	1.0	21.6	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	103	98.1	55.9	31.2	11.8	1.1	23.7		
Disabled	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	112	98.2	59.8	28.4	10.8	1.0	21.6		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	112	98.2	59.8	28.4	10.8	1.0	21.6		
<b>Socio-Economic Status</b>									
Subsidized meals	82	97.6	61.0	31.2	7.8	0.0	18.2	No	Yes
Full-pay meals	29	100.0	56.0	20.0	20.0	4.0	32.0		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	112	98.2	67.6	20.6	8.8	2.9	11.8
<b>Gender</b>							
Male	65	98.5	73.8	14.8	6.6	4.9	11.5
Female	47	97.9	58.5	29.3	12.2	0.0	12.2
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	111	98.2	67.6	20.6	8.8	2.9	11.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	103	98.1	64.5	22.6	9.7	3.2	12.9
Disabled	9	100.0	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	112	98.2	67.6	20.6	8.8	2.9	11.8
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	112	98.2	67.6	20.6	8.8	2.9	11.8
<b>Socio-Economic Status</b>							
Subsidized meals	82	97.6	74.0	15.6	9.1	1.3	10.4
Full-pay meals	29	100.0	48.0	36.0	8.0	8.0	16.0

<b>Social Studies</b>							
All Students	112	98.2	51.0	41.2	4.9	2.9	7.8
<b>Gender</b>							
Male	65	98.5	59.0	34.4	1.6	4.9	6.6
Female	47	97.9	39.0	51.2	9.8	0.0	9.8
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	111	98.2	51.0	41.2	4.9	2.9	7.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	103	98.1	48.4	43.0	5.4	3.2	8.6
Disabled	9	100.0	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	112	98.2	51.0	41.2	4.9	2.9	7.8
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	112	98.2	51.0	41.2	4.9	2.9	7.8
<b>Socio-Economic Status</b>							
Subsidized meals	82	97.6	55.8	37.7	5.2	1.3	6.5
Full-pay meals	29	100.0	36.0	52.0	4.0	8.0	12.0

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	18	94.4	40.0	40.0	13.3	6.7	20.0
	5	30	100.0	30.8	65.4	3.8	0.0	3.8
	6	49	98.0	59.6	27.7	10.6	2.1	12.8
	7	15	100.0	64.3	35.7	0.0	0.0	0.0
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	18	94.4	46.7	33.3	20.0	0.0	20.0
	5	30	100.0	76.9	23.1	0.0	0.0	0.0
	6	49	98.0	57.4	23.4	17.0	2.1	19.1
	7	15	100.0	50.0	50.0	0.0	0.0	0.0
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	18	94.4	53.3	26.7	20.0	0.0	20.0
	5	30	100.0	65.4	30.8	0.0	3.8	3.8
	6	49	98.0	74.5	12.8	8.5	4.3	12.8
	7	15	100.0	64.3	21.4	14.3	0.0	14.3
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	18	94.4	46.7	53.3	0.0	0.0	0.0
	5	30	100.0	57.7	38.5	3.8	0.0	3.8
	6	49	98.0	51.1	38.3	6.4	4.3	10.6
	7	15	100.0	42.9	42.9	7.1	7.1	14.3
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	18	94.4	46.7	53.3	0.0	0.0	0.0
	5	30	100.0	57.7	38.5	3.8	0.0	3.8
	6	49	98.0	51.1	38.3	6.4	4.3	10.6
	7	15	100.0	42.9	42.9	7.1	7.1	14.3
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	18	94.4	46.7	53.3	0.0	0.0	0.0
	5	30	100.0	57.7	38.5	3.8	0.0	3.8
	6	49	98.0	51.1	38.3	6.4	4.3	10.6
	7	15	100.0	42.9	42.9	7.1	7.1	14.3

**Abbreviations for Missing Data**

N/A Not Applicable

N/AV Not Available

N/C Not Collected

N/R Not Reported

I/S Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 132)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	N/R	14.4%	15.5%
Retention rate	2.4%	N/A	3.5%	3.0%
Attendance rate	99.1%	N/A	95.7%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.6%	N/A	5.0%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.5%	N/A	5.4%	4.6%
Eligible for gifted and talented	0.0%	N/A	13.4%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.3%	N/A	15.1%	13.6%
Older than usual for grade	0.0%	N/A	5.5%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	N/R	0.7%	0.8%
Annual dropout rate	N/A	N/A	0.0%	0.0%
<b>Teachers (n= 9)</b>				
Teachers with advanced degrees	62.5%	N/A	50.0%	51.8%
Continuing contract teachers	25.0%	N/A	80.3%	78.1%
Highly qualified teachers	50.0%	N/A	89.5%	89.6%
Teachers with emergency or provisional certificates	16.7%	N/A	6.9%	6.0%
Teachers returning from previous year	N/A	N/A	85.0%	85.4%
Teacher attendance rate	95.0%	N/R	94.7%	94.9%
Average teacher salary	\$34,137	I/S	\$40,303	\$41,328
Prof. development days/teacher	7.8 days	N/R	11.7 days	11.5 days
<b>School</b>				
Principal's years at school	1.0	N/R	3.0	3.0
Student-teacher ratio in core subjects	14.5 to 1	N/R	21.2 to 1	21.3 to 1
Prime instructional time	93.9%	N/R	88.8%	89.3%
Dollars spent per pupil*	N/A	N/A	\$5,676	\$6,022
Percent of expenditures for teacher salaries*	N/A	N/A	62.4%	61.7%
Opportunities in the arts	Poor	N/R	Good	Good
Parents attending conferences	87.0%	N/R	94.4%	96.1%
SACS accreditation	Yes	N/R	Yes	Yes
Character development program	Below Average	N/R	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		No	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Midlands Math and Business Academy (MMBA) is a new public charter school operating in Richland School District One. The 2004-05 school term was the first year of operation for our school. Our mission is to provide students the opportunity to experience learning through an innovative, as well as a traditional, approach.

At MMBA, students are introduced to business concepts as early as grade four. They are taught about money and financial issues, interest rates, home ownership, investing, and entrepreneurship. In addition to teaching the South Carolina Curriculum Standards, teachers also plan lessons using the Core Knowledge Sequence.

The idea of teaching business concepts alongside the traditional curriculum is new to all of us and poses great challenges. Many parents and students have "bought into" the idea of students becoming financially literate. On the other hand, there are still parents and students who feel that this type of information does not belong in the classroom. They feel that these concepts should be taught later in life.

The Core Knowledge Sequence also poses great challenges for teachers, parents, and students. Students are learning some concepts at a much earlier age than their peers in traditional schools. Some parents feel that the curriculum is too challenging and would prefer a much easier one. Of course, their students concur. The curriculum is new for most of us as educators; however, we are convinced that it is a solid curriculum and our students will achieve success if they are persistent and determined to excel. Teachers have and will continue to receive staff development training from other Core Knowledge educators and consultants.

Although we have encountered some resistance from parents and students, we have several success stories to be proud of as well. 25% of our sixth grade students were enrolled in Pre-Algebra. 92% of these students were making A's or B's by the end of the school year. MMBA offers after-school tutoring, free of charge, to all students. Since this was our first year in operation, we did not have baseline data for most of our students. Students were recommended for tutoring based on diagnostic test results and teacher observations.

MMBA will continue to encourage students and parents to accept the challenges they will face in this new endeavor. We feel it is vital that teachers, parents, students, and the community support our efforts and bring us ideas and suggestions that will benefit the students at Midlands Math and Business Academy.

Michelle Spradley, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	7	42	27
Percent satisfied with learning environment	83.3%	45.2%	48.1%
Percent satisfied with social and physical environment	85.7%	48.8%	44.4%
Percent satisfied with school-home relations	100.0%	67.6%	61.5%

\*Only students at the highest middle school grade level at this school and their parents were included.